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ABSTRACT

Project BETA is a multi-site program serving 224 recent immigrants in ninth through twelfth grade. Originally intended as an enrichment program for gifted and talented students with limited English proficiency (LEP), in practice, the program is open to all LEP students in three targeted languages: Korean, Vietnamese, and Haitian Creole/French. The project is part of the attempt to facilitate social and academic mainstreaming of LEP students by instilling in them a sense of pride in their native cultures through exposure to their histories, arts, and formal study of native languages. Increased parental involvement, and staff and curriculum development were secondary goals. Several changes have occurred since the program was proposed because only partial Title VII funding was available for both the resource teacher positions and the project director, and because lower than expected enrollment made most native langauge content-area classes impractical. Program objectives were assessed in English language development; and mathematics, science and social studies, which, except for social studies at one site, all were taught in English. Students failed to achieve the proposed English language development goal of mastering two Criterion Referenced English Syntax Test (CREST) objectives per month of instruction. The 85 percent passing objective was met by students in fall mathematics classes. (MCK)

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PROJECT BETA

1984-1985

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2146

PROJECT BETA

1984-1985

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A SUMMARY OF THE REPORT

This multi-site program, in its second year of a three-year funding cycle, served 224 recent immigrant students in grades nine through twelve at three New York City high schools (Koreans at William C. Bryant, Haitians at Springfield Gardens, and Vietnamese at Theodore Roosevelt), by complementing those services already in existence at each school. Project students received instruction in English as a second language (E.S.L.) at each site and in addition, Vietnamese students at Theodore Roosevelt received social studies instruction in their native language. The majority of program students were Asian-born (34 percent were from Korea and 29 percent from Vietnam) and the remaining students were born in Haiti. Although the project was initially designed for "gifted and talented" Korean, Haitian, and Vietnamese students of limited English proficiency (LEP) at the participating sites, in practice, the program was open to all LEP students in the targeted languages, regardless of academic ability.

The primary goal of Project BETA was to allow gifted and talented bilingual students to participate in programs which had been denied to them because of their limited English proficiency. This objective was part of an attempt to facilitate the mainstreaming of project students by instilling in them a sense of pride in their native cultures through exposure to their histories, arts, and formal study of native languages. Through such exposure, Project BETA hoped to foster a positive self-image among its students, allowing them to improve their overall academic performance and to assimilate quickly into American society, both academically and socially.

The Title VII staff included a director and a project coordinator located at the central office, and a resource specialist and an educational assistant located at each site. Development activities for staff members included monthly meetings, training by the project director at the central site, participation in each school's meetings and workshops, and attendance at university courses and outside conferences. The project director also held orientation meetings and in-house workshops for program staff.

Prorgram objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); and mathematics, science, and social studies (teacher-made tests). Quantitative analysis of student achievement data indicates that:

-- Students failed to achieve the proposed objective of mastering two CREST objectives per month of instruction.

-- The 85 percent passing objective was met by students in fall mathematics classes.

The following recommendations are aimed at improving the overall effectiveness of the program:

-- The project director might increase communication among the project staff at the various sites. Project BETA staff members could benefit greatly from the exchange of information and experience concerning their common problems and concerns.

-- A full-time resource teacher for Theodore Roosevelt should be hired as soon as possible, if resources permit.

-- The project should revise its English achievement objective by setting a realistic criterion based on the performances of E.S.L. high school students citywide.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Eduational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	OVERVIEW	1
II.	STUDENT CHARACTERISTICS	5
III.	FINDINGS	12
	English As a Second Language	12
	Native Language Arts	16
	Cultural Awareness	18
	Content-Area Instruction	21
	Provisions for Talented and Gifted Students	23
	Attendance and Dropout Rates	23
	Attitude Toward School	23
	Staff Development	23
	Parental Involvement	25
	Curriculum Development	25
IV.	CONCLUSIONS AND RECOMMENDATIONS	26
V.	APPENDICES	28

LIST OF TABLES

		PAGE
Table 1:	Number of Project Students by Age and Grade and Number and Percent Overage by School.	10
Table 2:	Time Spent in Project BETA.	11
Table 3:	Results of the Criterion Referenced English Syntax Test.	15
Table 4:	Number and Percent of Students Passing Courses in Native Language Arts.	17
Table 5:	Number and Percent of Students Passing Content-Area Courses.	22

PROJECT BETA
(Bilingual Education Talent Academy)

Central Office:	1171 65th Street Brooklyn, N.Y. 11219
Sites:	William C. Bryant High School Queens, New York
	Springfield Gardens High School Queens, New York
	Theodore Roosevelt High School Bronx, New York
Year of Operation:	1984-85 Second Year of a Three-Year Funding Cycle
Languages of Instruction:	English, Korean, Vietnamese French, Haitian Creole
Number of Participants:	224
Project Director:	Angelo Gatto
Project Coordinator:	Yannick Morin

I. OVERVIEW

Project BETA completed its second year of a three-year funding cycle. Its proposed goals are to provide gifted limited English proficient (LEP) students with educational programs suited to their needs and to instill in these students a sense of pride in their native culture through exposure to its arts, history, and language. The program also seeks to mainstream all students by the twelfth grade.

The project originally proposed to serve 375 students at three schools, each serving a different language group:

William C. Bryant High School in Queens (for Korean-speaking students);

Springfield Gardens High School in Queens (for Haitian Creole/French-speaking students;

Theodore Roosevelt High School in the Bronx (for Vietnamese-speaking students).

As originally proposed, the project was intended to supplement English as a second language (E.S.L.) instruction (undertaken by each school) with mathematics, science, and social studies instruction in the students' native languages, and a course in native language arts, history, and culture.

At Springfield Gradens and William C. Bryant, the project provided a resource teacher and a paraprofessional. At Theodore Roosevelt, in addition to the paraprofessional, a tax-levy bilingual and E.S.L. teacher fulfills the duties of the resource teacher. The project also provides a resource room that housed instructional and cultural materials in the students' native languages. In addition to teaching responsibilities, program staff operate this facility and serve tutoring, guidance, and parent contact functions. Project personnel work with a program coordinator who reports to the project director. However, since the project's central office is not located at the sites, the on-site staff members are supervised by the assistant principal for foreign languages at Springfield Gardens and William C. Bryant, or by the director of bilingual education at Theodore Roosevelt.

Several changes have occurred since the program was

funded. First, in 1984-85, Title VII supported only 60 percent of the resource teacher position; the other 40 percent was supported by tax-levy funds. As a result, the resource teacher was assigned classroom duties for two periods per day, most often in E.S.L. Second, the project proposal called for a full-time project director. Instead, the project director also supervised several other Title VII programs. A coordinator was hired in the spring to directly supervise the project. Yet, she too can only offer part of her time to the project since she has responsibilities in other programs.

A third change was that the program served fewer students than originally proposed. As of the site visits in May 1985, the program was serving 224 students. This lower enrollment figure, however, did not represent a decline in work load for on-site staff. At all sites, the project staff continued to serve as a resource for former project students who had been mainstreamed. For example, at Bryant, project activities attracted large numbers of non-program, ethnic Korean students.

Low enrollments made it impractical to form classes to teach content-area subjects in the native language as originally proposed. As a result, bilingual content-area instruction was offered only at Theodore Roosevelt, and only in social studies. At Springfield Gardens, students took a course in Haitian culture taught in Creole, and a native

language arts class in French (not the native language of most of the students). This course was taught by the assistant principal of foreign languages. BETA students at this site took all other courses in English with mainstream students.

At Bryant, program students take one period of native language arts in Korean and two or three periods of E.S.L. with other LEP students. Social studies was taught with an E.S.L. approach. Other content-area courses were taken in mainstream classes, with the tutoring help of the Project BETA paraprofessional.

II. STUDENT CHARACTERISTICS

At all three sites, BETA is the only program offering special services to LEP students from the targeted language groups. As a result, while BETA originally proposed to serve highly motivated students with a strong pre-occupational component, in reality, all LEP students from these language groups were placed in the program upon entering each school.

Springfield Gardens boasts the largest number of program students. The 83 Haitian students served at this site come from working to lower-middle class families who live in the predominantly black (and increasingly Caribbean) neighborhood immediately surrounding the school. The students seem aware of being a minority (Haitian Creole-speaking) within a minority (black American). In past years there had been tension and some violence between the Haitian students and the more numerous Anglophone Caribbean (predominantly Jamaican) students at the school. Fortunately, relations have improved markedly during 1985, a fact that the school administration attributes in part to the effort of the Project BETA staff.

Haitian students enter the system with a wide range of skills in their native language. Most are Creole speakers with fairly rudimentary skills in French. Some come from rural areas of Haiti and may have had only one or two years of formal education and little or no knowledge of French prior to their arrival at the school. The staff reports that

the number of such students has been increasing in recent years. On the other hand, a minority come from middle- and upper-middle class French-speaking households and enter the U.S. system above grade level in most content areas.

While the staff believes that a proportion of students come from families of undocumented aliens, this has created few problems for the program. It does mean, however, that many parents are hesitant to attend school meetings or to sign the necessary papers to enroll their children in the free lunch program. Some of the students therefore are not adequately fed during the school day. This also means that the percentage of students eligible for free lunches is a less reliable indicator of student poverty than it is at other schools. The presence of a trilingual (French, Creole, English) paraprofessional, who is well connected in the Haitian community, has helped ease these problems somewhat.

The Springfield Gardens staff reports that the Haitian project students are highly motivated and that most are mainstreamed within a year. Their attendance rate is higher and drop-out rate lower than the school as a whole, and they present few discipline problems.

The Korean component at William C. Bryant serves 77 students out of a Korean population at the school of approximately 140. Generally, Korean immigrants to the United States are highly educated, from middle to upper class backgrounds, for whom education is an extremely high

priority. The BETA staff reports, however, that in recent years, the class and educational levels of the families of their students have declined somewhat. There is an increasing number of broken homes in the Korean community, due in large part to problems related to immigration. A large proportion of the students work part-time after school and contribute to the family income. While this does not seem to dampen the students' enthusiasm for education, it inevitably makes study more difficult.

The students remain highly motivated, however. The overwhelming majority go on to college and project alumni are now enrolled at Harvard and Vassar. One former project student was Bryant's valedictorian in 1984.

The Vietnamese component serves 64 students at Theodore Roosevelt. As at the other two sites, the Vietnamese student body has changed noticeably in recent years. While earlier immigrants tended to be from highly educated, French- or Chinese-speaking, upper class (and often ethnically Chinese) backgrounds, recent immigrants have been more likely to come from rural areas and have somewhat lower levels of preparation in most content areas. Many lost several years of schooling during the immigration process, and many students are older than normal for their grade. Ironically, despite these handicaps, recent immigrants are more likely than earlier cohorts of Vietnamese students to enter the system with at least some English, due to English training in

refugee camps, or to contacts that their families had with American troops during the U.S. involvement in Southeast Asia.

During 1984-85, the number of Amer-Asian Vietnamese students at Roosevelt has grown. While the staff anticipated problems between Amer-Asian and other Southeast Asian students at the school, this has not been the case. The staff reports the Amer-Asian students are adjusting well.

It must be remembered that Vietnamese students come to the United States under extraordinary circumstances. Many have lost or been separated from family members and most must work to contribute to family support or to help raise funds to facilitate the immigration of family members. Others must repay family members in Vietnam who undertook great debts and personal hardships in order to secure exit visas. Clearly these responsibilities impose great difficulties on student adjustment.

Despite these problems the staff report that the Vietnamese students are highly motivated. Many go on to college and the program has produced both United Federation of Teachers and Regents scholarships winners. Attendance is reported as above the school average.

Overall, the program was evenly divided by sex. Females outnumbered males only at Springfield Gardens. Most of the students were in the tenth grade. Sixty-three percent of the students were overage for their grade placement (see Table

1); the highest percentage of overage students was found at Theodore Roosevelt, reflecting the immigration history of these Vietnamese students. Although the program was in its second year of operation, 124 (56 percent) of the students were new to the program in September. Table 2 presents the time students have spent in the program by grade.

TABLE 1

Number of Project Students by Age and Grade and Number and Percent Overage by School

All Students

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	2*	1	0	0	3
15	6*	5*	0	0	11
16	11	31*	3*	1	46
17	7	20	14*	4*	45
18	3	16	16	15*	50
19	2	9	18	12	41
20	1	3	4	3	11
21	0	1	3	2	6
22	0	0	4	2	6
TOTAL	32	86	62	39	219**

Overage Program Students

Number	24	49	45	19	137
Percent	75	60	73	49	63

Springfield Gardens High School

Number	6	10	10	9	35
Percent	67	38	59	36	45

Theodore Roosevelt High School

Number	11	28	16		55
Percent	85	90	80		86

William C. Bryant High School

Number	7	11	19	10	47
Percent	70	38	76	71	60

*Expected age range for grade.

**Data were missing for six students (5 from Springfield Gardens, one from Theodore Roosevelt).

- Sixty-three percent of the project students are overage for their grade.
- The highest percentage of overage students occurred at Theodore Roosevelt High School (86 percent).

TABLE 2

Time Spent In Project BETA*

(As of June 1985)

All Students

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	6	6	1	0	13
1 Academic Year	24	59	37	4	124
2 Academic Years	2	18	15	14	49
3 Academic Years**	0	5	9	16	30
4 Academic Years**	0	0	0	5	5
5 Academic Years**	0	0	0	1	1
TOTAL	32	88	62	40	222

*Rounded to the nearest year.

**Reflects participation in previous bilingual program at the schools.

- One hundred thirty-seven students (62 percent) have been in the project for one year or less.
- Forty-nine students (22 percent) have been in the project for two years.

III. FINDINGS

The evaluation findings for the 1984-85 school year include the results of standardized and teacher-made tests, and a review of program records, site visits, and interviews with both project and school personnel. The following section presents the findings by objectives for the program, as approved by the Office of Bilingual Education and Minority Languages Affairs (U.S. Department of Education), and attempts to determine the extent to which Project BETA is meeting these objectives.

ENGLISH AS A SECOND LANGUAGE

-- Eighty-five percent of target students will demonstrate an appropriate increase in English language proficiency as indicated by mastery of two English syntax objectives per 20 days of instruction demonstrated on the appropriate level of the Criterion Referenced English Syntax Test (CREST).

All project students take two or three periods per day of E.S.L., depending on their level. Theoretically, students are tested for placement upon entering the program since most students arrive without verifiable academic records from their countries of origin. More often than not, however, they are placed in accordance to teachers' recommendations, with new students initially placed at the most basic E.S.L. level.

E.S.L. is offered on three levels, with the goal of mainstreaming all students by the twelfth grade. Courses are taught by each school's tax-levy funded teachers.

All project staff report good working relationships with the E.S.L. staff. Generally E.S.L. and project staff report to the same supervisor at the site. In addition to regular E.S.L. instruction, students at Bryant take social studies with other LEP students with an E.S.L. approach.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Board of Education to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance

*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test, Board of Education of the City of New York, Division of High Schools, 110 Livingston St., Brooklyn, N.Y. 11201.

rate. The number of skills mastered per month were calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 3 presents the test results for all BETA students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (levels, 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 75 students (51.4 percent) in the fall and 79 students (56.5 percent) in the spring. CREST results for each participating school have been included as Appendix A.

Examination of Table 3 reveals that overall, the program objective of mastering two CREST objectives per month was not achieved, except by students tested at Level 2 in the fall. However, compared to the Chapter I E.S.L. guidelines for high school programs which propose an average achievement of one CREST objective per month, the students did well. Both semesters, students mastered an average of approximately 1.4 CREST objectives per month. These results suggest that the criterion set by the objective may be unrealistic and, thus, needs to be revised.

TABLE 3

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	34	14.3	8.1	17.7	8.1	3.3	3.4	1.3
2	17	13.6	6.1	18.5	5.5	4.8	3.8	2.1
3	24	9.3	3.5	11.8	2.7	2.5	2.0	1.0
TOTAL	75	12.6	6.8	16.0	6.8	3.4	3.2	1.4
				SPRING				
1	29	12.5	6.5	16.2	7.3	3.6	4.1	1.3
2	25	13.6	5.8	17.7	4.8	4.1	2.9	1.7
3	25	9.0	3.4	12.0	2.8	3.0	2.5	1.1
TOTAL	79	11.7	5.7	15.3	5.8	3.6	3.3	1.4

- BETA students mastered an average of 1.4 CREST objectives per month each semester.
- The proposed objective of mastering two CREST objectives per month of instruction was not met. However, given these results, and the performance of students citywide, it seems that the criterion for achievement was set unrealistically.

NATIVE LANGUAGE ARTS

-- Eighty-five percent of students will demonstrate a significant increase in (Haitian Creole/Korean/ Vietnamese) language achievement as demonstrated by a teacher designed instrument, to the .05 level of significance as analyzed using a correlated "t" test.

Native language arts instruction has remained a low priority for project staff. At Springfield Gardens, native language arts classes are taught in French (not native language of most of the students), by the assistant principal for foreign languages.

The issue of French vs. Creole is a complicated one for the Haitian community, in both Haiti and in New York. Many parents, including many who are themselves Creole-dominant, are insistent that their children be taught in French, traditionally the language of education and public life in Haiti. On the other hand, some parents insist that Creole be used. In recent years, Haitian Creole has been increasingly codified and used as a written language, with more literature in Creole being produced. Nevertheless, Creole material in many subjects is still in short supply. At Springfield Gardens, Haitian culture classes are taught in Creole by the BETA resource teacher, himself a noted linguist and advocate of Creole.

Native language arts courses are taught at both Theodore Roosevelt and Bryant using teacher-prepared materials. However, the relatively small number of students makes it difficult to stratify these classes by ability level. This is somewhat problematic for the Vietnamese students whose

educational backgrounds are quite diverse.

Student Achievement in Native Language Arts

No data were available to assess the objective as proposed. However, passing rates for Korean and Vietnamese students in native language arts courses were available and are presented in Table 4. The number and percentage of students who successfully completed native language arts courses was high for both groups. In the fall, 100 percent of the students passed their courses, and in the spring 92.5 percent of the Korean students and 92.3 percent of the Vietnamese students recieved passing grades.

TABLE 4

Number and Percent of Students* Passing Courses in Native Language Arts

	FALL		SPRING		Overall
	Number	Percent	Number	Percent	Percent
W.C. Bryant (Korean)	42	100	37	92.5	96.3
T. Roosevelt (Vietnamese)	15	100	12	92.3	96.4

*No data were available for students at Springfield Gardens.

- Overall passing rates in native language arts courses were high: 96.3 percent for the Korean students, and 96.4 percent for the Vietnamese students.

CULTURAL AWARENESS

-- Eighty-five percent of all students will demonstrate an improvement in attitude toward their heritage as indicated by results on an appropriate Language Cultural Heritage Attitude Scale.

Cultural awareness and cultural activities are among the outstanding features of the BETA program. The resource room system and the use of special programs and trips organized in cooperation with the central office makes cultural pride a logical and obvious priority.

At Bryant, the program published a student newspaper and held well attended activities and performances. Its activities have attracted non-program Korean students and the resource room has become a home base for all Korean students in the school, helping them not only with educational matters, but also with the traumas faced by many immigrant students. Unlike Creole and Vietnamese, materials in Korean are fairly easily available. The program also sponsors musical concerts, a "Korean Night," and has excellent ties to the local Korean community. Program events receive good coverage in the New York Korean language press, and parents and other community members participate enthusiastically. These facts have increased the importance of the Project BETA resource room and created more need for the guidance functions of the project. Project staff also report that the resource room provides the context in which older Korean students can and do help recent arrivals with various problems.

The only major problem faced by the project staff are inadequate physical facilities. The resource room is small and overcrowded. A duplicating machine would help with the preparation of materials, where no adequate Korean sources exist.

The lack of a resource teacher and resource room has hindered efforts in this area at Theodore Roosevelt. However, thanks to the enthusiastic support of the school's principal, Vietnamese students participate in many activities along with other LEP students in the larger bilingual program at this predominantly Hispanic school. There is an Indo-Chinese cultural club that sponsors trips and activities and has the support of the school as well as the BETA central office. Student interest in subjects such as Vietnamese folk dance is encouraged and an Asian Day assembly for the school was held this year in cooperation with a Khmer bilingual program.

Springfield Gardens also uses clubs and assemblies to encourage interest in Haitian culture. A Haitian Flag Day festival held in May featured speakers, performances, and art work, and was extremely well received. The Haitian Club has encouraged interest in such areas as Haitian music and dance. School personnel report that Haitian cultural activities have also helped to smooth relations between Haitian and non-Haitian students. The program also participates in inter-school activities with Haitian Creole programs at other

schools. These include a citywide Haitian career day sponsored by the project coordinator's office in the spring. The physical facilities of the BETA resource room at this site are excellent, although the staff would like to see more materials in Creole and more texts in French that parallel the offerings of the mainstream courses which could be used as resources for students.

However, with few exceptions, such as Haitian Career Day, the project director and coordinator have had little to do with cultural activities at the schools. They have provided funds for trips and other activities, but the initiation of such activities has been left to the on-site staff, encouraged, for the most part, by the school administration. The distant location and lack of contact between the sites and the central office has also made it impossible to share resources necessary for activities such as literary magazines. Project staff must either depend on the cooperation of the school administration, or provide materials themselves. For example, the Korean resource teacher at Bryant has had to bring in her own typewriter to work on the literary magazine. In most cases the success of the program's cultural component has depended on the initiative and motivation of the on-site staff.

Results of the Language Cultural Heritage Attitude Scale

No data were provided to assess the objective in this area.

CONTENT-AREA INSTRUCTION

--Eighty-five percent of all students will receive a passing grade in the subject areas of mathematics, science, and social studies as indicated on teacher-made tests.

As previously stated, only Theodore Roosevelt offered content-area instruction in Vietnamese and only in social studies. Project students took all other courses in English with mainstream students.

Given the low enrollment at some sites and the practical problems of identifying staff to teach content in the target languages, it is understandable that content-area instruction in the native language could not be offered. What is not clear is why the project director's office continued to state that content-area subjects were being taught in students' native languages after the modifications to the program had been made. An "information kit" on Project BETA, assembled in October 1984, still described the project as providing instruction in "mathematics, science, and social studies in Creole, Korean, and Vietnamese."

Student Achievement in Content-Area Subjects

Table 5 presents the passing rates for all program students in mathematics, science, and social studies courses each semester.

The passing rates at each participating site are included as Appendix B.

Examination of Table 5 reveals that the 85 percent passing objective was met in the fall by students in mathematics courses. Passing rates in other subject areas in the fall and spring came extremely close to, but did not meet the objective.

TABLE 5

Number and Percent of Students Passing Content-Area Courses

	FALL		SPRING	
Course	Number of Students	Percentage Passing at 65% or better	Number of Students	Percentage Passing at 65% or better
Math	182	85.2	186	82.8
Science	163	81.6	165	81.8
Social Studies	158	80.4	174	82.2

- Overall passing rates were high; however the 85 percent passing criterion was met only in fall mathematics classes.

PROVISIONS FOR TALENTED AND GIFTED STUDENTS

As originally envisioned, the project was geared towards highly motivated and talented students. However, the selection criteria for the program are vague. Because prior school records are not generally available for Vietnamese and Haitian students, and BETA is the only program offering special services to these language groups at all the sites, students from these language groups are routinely placed in the program regardless of level of ability.

ATTENDANCE AND DROP-OUT RATES

Program staff at all three sites report that attendance rates are higher and drop-out rates are lower for BETA students than for the mainstream students at each school.

During the academic year, 38 students (17 percent) left the project. Of these students, 19 graduated, 12 were transferred to an alternative program, four dropped out for unknown reasons, two left school for marriage, and one student transferred to another school.

ATTITUDE TOWARD SCHOOL

-- Eighty-five percent of the students will demonstrate an improvement in attitude towards school and measured by an appropriate attitude scale.

Data to assess this objective were not provided.

STAFF DEVELOPMENT

-- Eighty percent of the program staff will demonstrate an increase in the awareness of pupil needs and problems as indicated by a 5-point inventory scale.

-- Ninety percent of program staff will demonstrate professional growth by completing courses of study as indicated by college transcripts and certificates.

Although the results of the 5-point inventory scale were not provided, it was reported that Project BETA staff were involved in four types of staff development activities: training by the project director at the central site, participation in each school's meetings and workshops, university courses, and outside conferences.

The director held individual staff meetings to provide program orientation and presented each Title VII staff member with an information kit which includes project procedures, guidelines, and activities. The director also held two curriculum and evaluation workshops for the resource teachers. Additional contacts were made throughout the year by telephone.

At each site, the Title VII staff attended monthly meetings with the respective assistant principals and E.S.L./bilingual coordinators to discuss bilingual educational issues. At one site, the school librarian presented a workshop on the use of the library for bilingual students. At another site, E.S.L. demonstration lessons were given to all teachers and paraprofessionals working with LEP students.

The project coordinator attended a course in administration at City College and one resource teacher attended a course in programming methods at Lehman College.

The project director, coordinator, and resource teachers attended technical assistance and computer workshops

sponsored by the New York City Public Schools Office of Bilingual Education and Teachers College, respectively, and an evaluation conference sponsored by the New York State Education Department.

PARENTAL INVOLVEMENT

-- Parents of program students will demonstrate more involvement than parents of mainstream students by demonstrating a 20 percent higher attendance rate at school functions.

Attendance data for parents were not provided, thus, the objective could not be assessed.

CURRICULUM DEVELOPMENT

-- Curricula will have been developed in applied E.S.L., Haitian Creole, Korean, and Vietnamese native language arts, and international studies. New York City Board of Education curricula in the following areas will be translated into the targeted languages:

- Business math, computer science, accounting
- Haitian/Afro/Caribbean Literature
- Korean Literature
- Vietnamese Literature
- Business skills, secretarial science
- Career education, science and health careers

Curriculum materials in Vietnamese were developed by project staff at Theodore Roosevelt in cooperation with other Title VII programs coordinated through the project director's office. Staff at the other two sites are more involved in locating available materials than in formal curriculum development.

IV. CONCLUSIONS AND RECOMMENDATIONS

The major strengths of Project BETA are a highly talented and motivated bilingual staff at the various sites, and the support of the resource room concept by the three school administrations. In addition to their educational achievements, on-site staff serve as unofficial counselors and advisors for the students. The resource rooms have become a "home base" for program students and have greatly facilitated the transition to an English-speaking school environment.

Program activities such as Springfield's Haitian Flag Day, Roosevelt's Asian dance groups, and Bryant's evening concerts for the Korean community have helped to foster a sense of ethnic pride in the students. Program staff report that this increases student confidence and enthusiasm for education. In addition, school administrators note that these activities have helped to earn the respect of non-program students.

The major problems in the program are the lack of centralization and coordination due to the inability of the project director to visit the sites with any regularity. The hiring of a program coordinator has eased this problem somewhat, but the central office remains peripheral to the daily operation of the program. There is virtually no contact among project staff at the various sites, although they share many common problems and could benefit from an exchange of information and experience. The program coordinator could

facilitate this communication.

The delay in filling positions is due to lengthy bureaucratic procedures which are required but hinder the implementation and functioning of the project. A full-time resource teacher for Theodore Roosevelt High School should be hired as soon as possible. If this is impossible, then a full-time family worker would also enable the current teacher to devote more time to project activities.

The project could not achieve its English language achievement objective. However, students demonstrated gains comparable to the average performance of E.S.L. high school students citywide. These results suggest that the criterion set by the objective is unrealistic and, thus, needs to be revised. The objective should be reformulated using the average performance of students citywide as the basis to set the criterion for performance.

V. APPENDICES

APPENDIX A

Results of the Criterion Referenced English Syntax Test
at William C. Bryant

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	11	16.5	6.6	21.1	4.7	4.5	3.9	1.6
2	3	17.0	2.0	21.0	0	4.0	2.0	1.4
3	13	9.8	3.7	12.3	2.2	2.5	2.3	0.9
TOTAL	27	13.3	6.0	16.9	5.5	3.5	3.1	1.25
				SPRING				
1	13	16.4	5.5	21.0	5.6	4.6	4.8	1.2
3	8	10.5	3.3	13.0	2.4	2.5	1.5	- 0.7
TOTAL	21	14.1	5.5	18.0	6.1	3.8	4.0	1.1

Results of the Criterion Referenced English Syntax Test
at Springfield Gardens

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	7	9.7	6.5	12.4	9.0	2.7	3.6	0.7
2	1	8.0	0	16.0	0	8.0	0	2.3
TOTAL	8	9.5	6.0	12.9	8.4	3.4	3.8	0.9
				SPRING				
1	8	9.4	4.6	11.1	4.0	1.8	2.8	1.5
2	7	16.6	2.8	19.8	1.8	3.1	2.9	2.4
3	5	11.2	2.3	12.6	0.9	1.4	2.2	1.1
TOTAL	20	12.4	4.7	14.5	4.8	2.2	2.6	1.7

Results of the Criterion Referenced English Syntax Test at Theodore Roosevelt

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	16	14.9	9.2	17.7	8.8	2.8	2.9	1.4
2	13	13.3	6.6	18.1	6.1	4.8	4.1	2.4
3	11	8.7	3.5	11.2	3.2	2.5	1.8	1.1
TOTAL	40	12.7	7.5	16.0	7.3	3.4	3.2	1.6
				SPRING				
1	8	9.5	6.8	13.5	7.9	4.0	3.9	1.5
2	18	12.4	6.3	16.9	5.4	4.5	2.9	1.6
3	12	7.0	3.0	11.1	3.3	4.1	2.8	1.6
TOTAL	38	10.1	6.0	14.3	5.9	4.3	3.0	1.6

APPENDIX B

Passing Rates in Content-Area Subjects at W.C. Bryant

	FALL		SPRING	
Course	Number of Students	Percentage Passing at 65% or better	Number of Students	Percentage Passing at 65% or better
Math	67	89.5	68	83.8
Science	66	84.8	70	80.0
Social Studies	43	86.0	58	70.7

Passing Rates in Content-Area Subjects at Theodore Roosevelt

	FALL		SPRING	
Course	Number of Students	Percentage Passing at 65% or better	Number of Students	Percentage Passing at 65% or better
Math	48	87.5	49	81.6
Science	41	92.7	40	95.0
Social Studies	37	89.2	46	97.8

Passing Rates in Content-Area Subjects at Springfield Gardens

	FALL		SPRING	
Course	Number of Students	Percentage Passing at 65% or better	Number of Students	Percentage Passing at 65% or better
Math	66	81.8	67	83.6
Science	55	70.9	54	94
Social Studies	68	80.9	68	80.9